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NSPCC Child Protection Research Centre Annual Report 2012

MARCH 2013

1. OVERVIEW OF THE CENTRE.....	3
1.1 What we do.....	3
1.2 Why we exist.....	3
1.3 Vision and mission.....	3
1.4 Audience.....	4
1.5 How we work.....	4
1.6 Activity.....	4
1.7 Our approach to research.....	5
1.8 Progress to date.....	5
1.9 Ambitions and direction of travel.....	5
1.10 Set-up and governance.....	6
2. THE TEAM.....	7
3. COMMISSIONED RESEARCH	12
4. ACADEMIC PUBLICATIONS.....	22
5. COMMISSIONED REPORTS	23
6. IMPACT AND KNOWLEDGE EXCHANGE REPORTS.....	24
6. RESEARCH RELATED ACTIVITY	25
6.1. Conference and Seminar Presentations	25
6.2. Conferences and Seminars Organised by the Centre	27
FURTHER INFORMATION	28

1. OVERVIEW OF THE CENTRE

This paper provides a brief overview of the Centre including our work, approach, progress to date and our direction of travel. It should be read in conjunction with the Centre's Logic Model (see p8) that includes additional detail particularly in relation to types of research and outcomes.

1.1 WHAT WE DO

The Child Protection Research Centre is an innovative partnership between the University of Edinburgh and the National Society for the Prevention of Cruelty to Children (NSPCC). We conduct interdisciplinary and international research and foster dialogue to address entrenched problems in child protection.

1.2 WHY WE EXIST

For us 'child protection' includes all forms of harm perpetrated against children and young people whether from caregivers and adults or from other children and young people. The challenges for those working within the field of child protection are immense. Yet organisations and professionals working across the UK and internationally can and do make a difference to children. To be effective requires constant vigilance and joint working and so, at the Child Protection Research Centre, we join with those working to keep children and young people safe by bringing our research, knowledge and insights to support this important work. We want to ensure that children and young people are kept safe from all forms of child maltreatment: emotional, physical and sexual abuse, neglect and peer-to-peer harm; and where they have already been harmed, to help them recover as quickly and as fully as possible.

1.3 VISION AND MISSION

Preventing child abuse and neglect is our ultimate vision. We contribute to this by providing research and education to:

- Understand the scope and magnitude of child abuse and neglect;
- Identify, scale-up and evaluate promising interventions for response and prevention;
- Influence policymakers and practitioners with our research.

For us, success means that:

- Child abuse and neglect is prevented.
- All children, young people and adults who have experienced child abuse and neglect have access to the best responses and these responses are developed incorporating the views of children and young people.

- Policymakers incorporate the voice of children and young people and use evidence-based research produced by the Centre to develop and inform policies addressing child abuse and neglect.

1.4 AUDIENCE

Our work is designed to be appropriate for an international, multidisciplinary audience of academics, senior policymakers and professionals. It is designed to be helpful to children and young people, parents and communities. Our research is relevant to national governments, international bodies, professionals in health, social work, education, law enforcement and the criminal justice systems as well as to international development organisations.

1.5 HOW WE WORK

- We work to ensure our research is excellent, relevant, accessible and collaborative. These are the principles and values that underpin our work:
- Delivering excellent research that is independent and academically robust.
- Conducting research that is relevant both within the devolved UK and an international context.
- Ensuring our work is accessible to a wide, multi-disciplinary audience including academics, senior policymakers, professionals and other users and beneficiaries of research, including children and young people.
- Actively fostering links through collaborations and exchanges to strengthen the work and its impact both in the UK and globally.

1.6 ACTIVITY

Our work encompasses all areas of child protection and has four main strands:

- Providing research leadership and ongoing skill development for research on child abuse and neglect. This includes participating in advisory committees, government working groups and professional bodies at both local and international levels.
- Conducting a wide variety of child protection research to address gaps in our understanding of the magnitude of child abuse and neglect and to provide a deeper understanding of the mechanisms underlying effective response and prevention. This includes prevalence studies, systematic reviews, policy research and participatory research, among other approaches.
- Ensuring an active programme of knowledge exchange and sharing learning through publication and fostering links and dialogue nationally and internationally.
- Developing an MSc in International Child Protection Research to educate the next generation of child protection researchers who can make a contribution to the field of child protection globally.

1.7 OUR APPROACH TO RESEARCH

Our core work streams are established in dialogue with key stakeholders including the NSPCC, the University of Edinburgh disciplines and the Centre's Advisory Committee and draws on the extensive knowledge of others involved in child protection across the UK and internationally. To achieve our mission and vision we draw on our multi-disciplinary team to undertake research at all levels of need¹, including a particular focus on children at significant risk of harm and/or with acute or complex needs. We take a public health approach to child protection and our work is informed by the MRC framework² for complex interventions. We are committed to user involvement throughout the research process.

1.8 PROGRESS TO DATE

Since our inception, the Centre has undertaken specific studies in areas of identified priority and gaps in child protection research. Additionally, we have examined the direction of child protection reform, trends in policy and the impact of devolution on child protection in the UK. Collaboration is at the heart of our approach. While maintaining independence, we continue to strengthen our relationship with our founding partner – the NSPCC – and with senior policymakers and academics. Our work has been presented through publications including a book series, journal articles, reports and key message papers. Additionally, we have hosted a number of four-nation seminars, international exchange visits and we have participated on government working groups and international conferences on child protection.

1.9 AMBITIONS AND DIRECTION OF TRAVEL

Child protection research is growing internationally, evidenced by investment in national child abuse and neglect prevalence studies, coupled with increasing investment in promising practices to respond to and prevent child maltreatment. This highlights the growing need for child protection researchers who are at the forefront of research internationally. These large-scale investments in child protection research and evaluation also indicate that offering postgraduate training in this specialised field is vitally important and timely. The Child Protection Research Centre is well placed to contribute to the agenda of understanding the magnitude and consequences of child abuse and neglect; to evaluate and scale up effective response and prevention; and to offer bespoke postgraduate education in child protection research.

¹ **Four Levels of Need Model:** Level 1 – all children and young people; Level 2 – children who are vulnerable (may be at risk of school exclusion); Level 3 – children in need (complex needs); Level 4 – children at significant risk and/or with acute needs.

(Drawn from Hardiker, P., Exton, K. and Barker, M. (1991) *Policies and Practices in Preventive Child Care*. Aldershot: Avebury.)

² <http://www.mrc.ac.uk/Utilities/Documentrecord/index.htm?d=MRC003372>

In order to achieve our mission and goals, the Centre will:

- Continue to secure funding and conduct excellent, relevant, accessible and collaborative research.
- Strengthen our networks, profile and contribution on UK and international committees, government working groups, global bodies and in other arenas with the outcome of moving the child protection field forward by our contributions.
- Reinforce our contribution to the excellent reputations of both NSPCC and the University of Edinburgh by conducting robust research, increasing our academic outputs and being at the forefront of knowledge exchange in child protection research. Two examples of how we plan to achieve this are to host the British Society of Prevention of Child Abuse and Neglect (BASPCAN) Conference in 2015 and to make a strong contribution to the University of Edinburgh's 2014 and 2019 Research Excellence Framework exercises.
- Develop a world-leading MSc in International Child Protection Research that builds on existing research within the Centre. We aim to foster the development of critical thinkers and independent researchers who can make a contribution to the field of child protection globally.

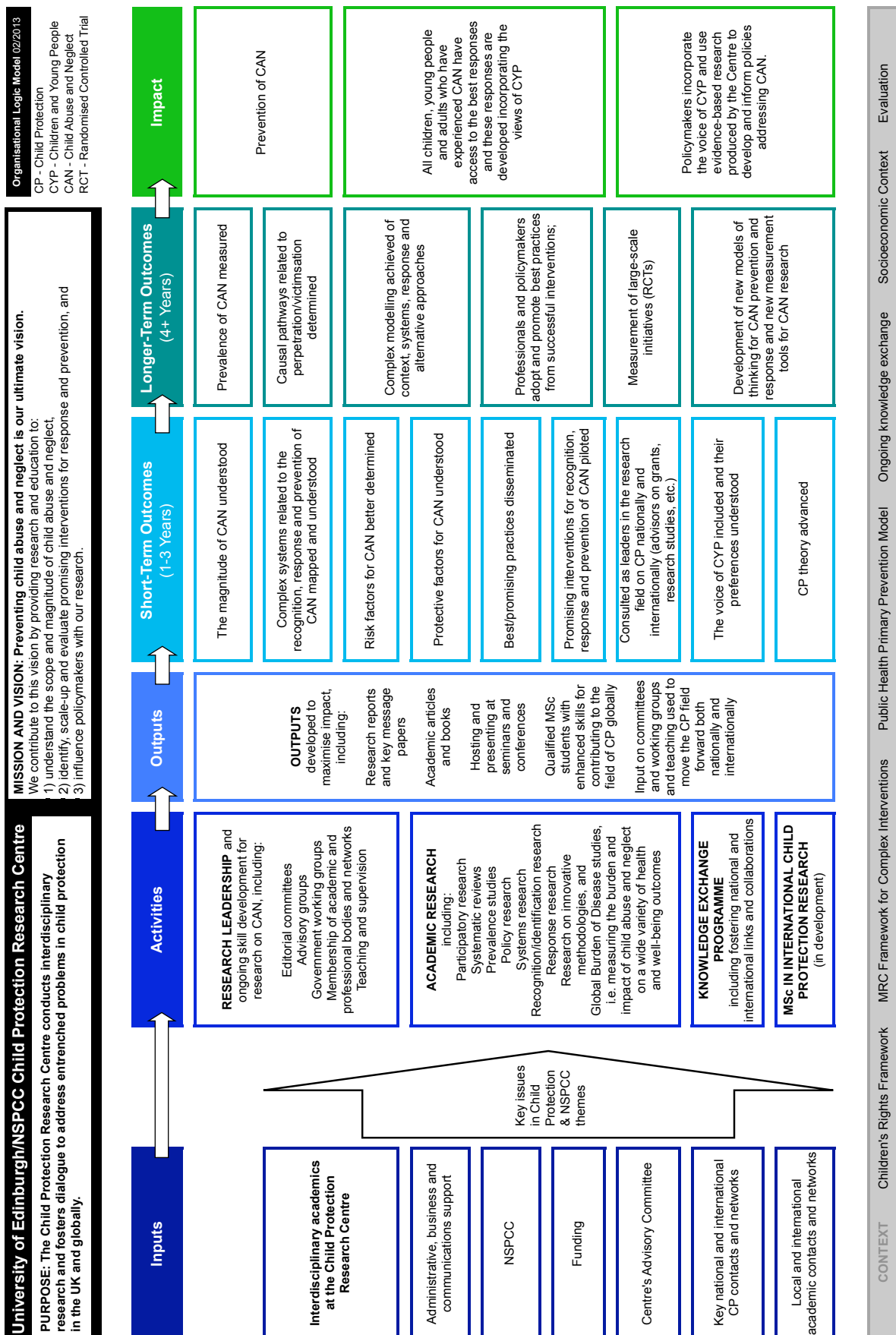
1.10 SET-UP AND GOVERNANCE

The Centre³, established in 2007, is part funded by the NSPCC and is based within the University of Edinburgh, situated within the Moray House School of Education. This unique partnership between the UK's biggest child welfare charity and a prestigious university⁴, ensures that our work has academic rigour and independence, as well as strong links to practice and policy development. We collaborate closely with our colleagues at the NSPCC to ensure the relevance of our programme design and application. We contribute to the strategic goals of excellence in education, research and innovation at the University of Edinburgh through our development of high quality academic papers, events and by our participation in University programmes and committees. Our links internationally and across the UK as well as our Advisory Committee are pivotal in ensuring the relevance and applicability of our work. In addition to funding and support from both the NSPCC and University of Edinburgh, we actively seek grants for work that meets our mission.

The research team members come from a variety of disciplinary backgrounds including social policy, nursing and public health; and we ensure all research is conducted at the highest level with ongoing knowledge exchange and input from the NSPCC and other key stakeholders.

³ The Centre was previously known as the University of Edinburgh/NSPCC Centre for UK-wide Learning in Child Protection (CLiCP). This name features on publications produced between 2007-2011.

⁴ The University of Edinburgh is a Russell Group University and was ranked 32nd in the 2012/13 Times Higher World Rankings.



2. THE TEAM

PROFESSOR JULIE TAYLOR: NSPCC CHAIR IN CHILD PROTECTION, CO-DIRECTOR

Julie Taylor was appointed to the NSPCC Chair in Child Protection and Co-Director of the Centre in February 2013 having been a visiting Professor at the Centre since 2011. Previous to this Julie was the Professor of Family Health in the School of Nursing and Midwifery at the University of Dundee and was seconded to a UK national post as Head of Strategy and Development (Abuse in High Risk Families) with the National Society for the Prevention of Cruelty to Children (NSPCC). Until March 2010 she was Research Dean and Head of Division (Research and Postgraduate Studies) at Dundee and led the University's first submission to the Nursing Unit of Assessment in RAE 2008. Julie trained as a nurse in the 1980s at St James' University Hospital Leeds and held a number of increasingly senior nursing posts before entering higher education in 1992 at the University of York, going to Dundee in 1997. Funded research has been focused around optimal service delivery conditions for child care and protection practice, including 'good enough' parenting debates. She is the author of five books and numerous academic papers in child care and protection, most recently focused on children living with domestic abuse experience and child neglect. Julie was part of the Dept. of Health/Dept. for Children, Schools and Families 'Safeguarding Children' initiative, and has been the RCN representative on a number of Scottish Government Child Protection Review Groups. Julie is a Fellow of the European Academy of Nursing Science, Council member for the Queen's Nursing Institute Scotland, on the steering committee for the Royal College of Nursing's Research Society, a founding member of the international Child Welfare and Gender Network, and a founding member of the Scottish Child Care and Protection Network. In 2010 she was appointed to the HEFCE Research Excellence Framework for Allied Health, Dentistry, Nursing, and Pharmacy.

DR. ANNE STAFFORD: CO-DIRECTOR

Dr. Anne Stafford is Co-Director of the Centre. Previously, Anne was Deputy Director of the Centre for Research in Education, Inclusion and Diversity (CREID), also at the University of Edinburgh. She was Deputy Director of the Glasgow Centre for the Child & Society at the University of Glasgow from 2001 – 2004. Before that, for more than 10 years, she was Head of Policy and Research for the children's organisation, Children 1st. Her research focus is: child abuse and child protection, children's rights and children and young people on the margins. She has worked on several studies in the area of children and domestic abuse, including 'The Support Needs of Children and Young People who have to Move Home as a Result of Domestic Abuse'. She has also been involved in joint research funded by the Joseph Rowntree Foundation looking at the resilience of children in disadvantaged communities. With Centre staff she is developing and conducting research on the

experiences of children who have experienced abuse in sport settings; mapping specialist therapeutic services to children and young people who have been sexually abused; monitoring developments in child protection policy throughout the UK. She has experience of managing and conducting research involving quantitative and qualitative methods and direct experience of conducting direct interviews with and alongside vulnerable children on sensitive topics. Anne's current research involves the experiences of children and young people in sport settings in the UK; evaluation of the Women's Aid Children Services Fund for The Scottish Government; safeguarding and protecting children and young people.

CONNIE SMITH: SENIOR RESEARCH FELLOW

Connie's current research interests include; young people who display harmful sexual behaviour, risk and risk management of young people, vetting and barring policy in the UK and analysis of devolution with regard to child protection policy. Her main research was on provision for young people who display harmful sexual behaviour. Connie has spent her career in social research and policy, on a range of social justice issues. Prior to her current post, she was Senior Researcher in the first Scottish Parliament. In this she established the Parliament's Committees' external research programme and was responsible for commissioning research projects and then covered the Social Justice portfolio, producing briefings on prostitution, historical institutional child abuse, deprivation and poverty. In 2005 she was seconded to the Scottish Executive as Senior Researcher to the 21st Century Review of Social Work. Connie has also held posts in Children 1st and the Scottish Council for Voluntary Organisations (SCVO) where she established the Scottish Voluntary Sector Research Unit. Before this she was Research Fellow in the Centre for Criminology researching young people's experience of crime. Connie has an Honours degree in Sociology from the University of Edinburgh.

DEBORAH FRY: LECTURER IN CHILD PROTECTION

At the Centre, Deborah undertakes primary research on the issues of child sexual abuse and youth violence and is involved in research exploring both interventions and effective prevention. Prior to joining the Centre, Deborah was Research Director at the New York City Alliance Against Sexual Assault. During her time at the Alliance, Deborah was the Principal Investigator (PI) on nine primary research studies on sexual violence and abuse in New York City ranging from participatory action research with immigrant communities to research with young people. She has comprehensive experience in researching issues of violence within school settings, developing quantitative research including electronic and ACASI surveys, leading qualitative research, conducting systematic reviews and conducting research with practitioners. Ms. Fry has a Master of Arts degree from the Maxwell School of Citizenship and Public Affairs at Syracuse University and her Master of Public Health degree from Columbia University. Deborah was also a Fulbright Research Scholar from 2001 to 2002. In 2012, Deborah secured a prestigious Marie Curie Fellowship within the 7th European

Community Framework Programme to follow a cohort of teacher trainees through to the end of their first year of teaching. This 3.5 year study (2012-2015) will be the first of its kind to longitudinally examine the knowledge, attitudes and perceived self-efficacy of new teachers in responding to issues of bullying and safeguarding in the classroom, providing crucial information on how best to support teachers in the complex teaching environments in which they operate. A hallmark of all her research has been working with young people and practitioners, be they school teachers, health clinicians or social workers, to explore the real-life, day-to-day issues for providing the safest and best environment to both reduce the impact of violence on young people and ultimately, to prevent violence from ever occurring in the first instance.

MAXINE MOY: RESEARCH ASSISTANT (CASEY)

Maxine started her nursing career in 1977 having graduated from the University of Edinburgh, retiring in December 2012 from her post as Interagency Nurse Consultant for NHS Fife, providing expert advice and support regarding healthcare issues for vulnerable children and families. Maxine is currently working on the project entitled 'Child Abuse, Stress and the Early Years (CASEY)', which focuses on pregnant women abuse survivors who experience symptoms of Post Traumatic Stress Disorder (PTSD).

ALASDAIR STEWART: RESEARCH ASSISTANT (CHILD PROTECTION AND DISABILITY)

Alasdair is currently in the final stages of his PhD and has commenced work on a part-time basis on a new Scottish Government grant entitled 'Child Protection and Disability – Implications for Practice'. Following on from his Master's in social research Alasdair's PhD is centred around young peoples' pathways into independent tenancies from homelessness.

KRISTIN CHILDERS-BUSCHLE: RESEARCH ASSISTANT

Kristin has recently joined the Centre as Research Assistant working on a number of current projects and proposals. Kristin has an MA in Medical Anthropology from the University of Edinburgh and a BA in History and Anthropology from Western Kentucky University. Kristin has a background in infectious disease research specifically examining HIV in expectant mothers in India, and in the past year she has worked on numerous projects on public health and social policy in the UK and Europe. Kristin is also a regular contributor for the Journal of Social Anthropology.

ANNA ANDERSON: BUSINESS MANAGER

Anna joined the Child Protection Research Centre in December 2011 as Business Manager. Anna's responsibilities are to develop the business related activity of the Centre including pre and post award administration, finance and resource planning, networking and dissemination, event organisation, desk top and web publishing along with the project managements of the grants supporting the Centre. Prior to joining the University, Anna was the Business Manager at the Magnetic Resonance and Image Analysis Research Centre, University of Liverpool. Anna has an Honours degree in Accountancy from the University of Liverpool.

3. PROJECTS

Emerging Themes in Child Protection in the Context of Cuts in Public Spending and Changing Political Landscapes

Research Team: **Stafford, A. and Fry, D.**

Commissioned and Funded: NSPCC Core

Timescale: Nov 2011 – June 2012

This research tracked new directions in child protection in each part of the UK in the context of the Munro Review of child protection in England, the coalition government, spending cuts, devolution and changing political landscapes. It involved gathering and analysing information from two four-nation seminars and over 100 participants. In addition, key policy, research and other documents from each of the nations were examined and included.

What Can the UK Learn from Systems for Reviewing Child Deaths in Australia, New Zealand, the United States and Canada

Research Team: **Vincent, S.**

Commissioned and Funded: NSPCC Core

Timescale: January 2011 – June 2012

This work involved synthesising and consolidating work undertaken by the Centre in this area; identifying gaps in knowledge to inform policy and practice initiatives.

Provision for Young People Displaying Harmful Sexual Behaviour

Research Team: **Smith, C.**

Commissioned and Funded: NSPCC Core

Timescale: October 2011 – December 2012

This research was focussed on provision for children and young people displaying harmful sexual behaviour (HSB). Its purpose was to strengthen knowledge and understanding of service provision and policy for such young people in England, Wales, Scotland and Northern Ireland.

Promising Practices for Addressing Sexual and Homophobic Harassment and Violence within School Settings: Lessons from Australia, Canada, the United States and the United Kingdom

Research Team: **Fry, D. and Stafford, A.**

Commissioned and Funded: The Moray House School of Education

Timescale: June 2011 – June 2012

This work comprises a systematic review of school policies and programmes from the United States, Canada, Australia and the United Kingdom highlighting promising practice in addressing sexual and homophobic harassment and violence in school settings.

A Systematic Review of Research on Child Maltreatment in the East Asia and Pacific Region

Research Team: **Fry, D., McCoy, A. and Swales, D.**

Commissioned and Funded: UNICEF East Asia and Pacific Regional Office

Timescale: September 2010 to January 2012;

Dissemination and knowledge exchange activities ongoing.

This study utilised a systematic review methodology to examine 365 peer-reviewed and grey literature research studies from the region on the prevalence and incidence of child physical abuse, sexual abuse, emotional abuse, neglect, exploitation, witnessing family violence and peer-to-peer violence as well as the consequences of child maltreatment in the region. This review will inform a prevalence and attributable fractions review that will estimate the burden and consequences of child maltreatment in the region and will be used by UNICEF as part of a package of evidence in order to advocate with and to inform governments in the region on the scale and nature of child maltreatment; the costs incurred by it; and ultimately, how to resource such systems and target interventions effectively.

Safe Schools: Teaching in the 21st Century:

Responding to Bullying and Safeguarding Issues in Scotland's Schools, a Longitudinal Study of Teacher Trainees

Research Team: **Fry, D.**

Commissioned and Funded: Framework 7: Marie Curie Career Integration Grant

Timescale: April 2012 – October 2015

Teachers are at the forefront of witnessing and responding to bullying behaviours in school settings, yet research shows that many teachers feel less than confident in addressing such behaviours. Initial Teacher Education is an important time for potential teachers to learn about how to respond to behaviour management and safeguarding issues. This study will follow a cohort of teacher trainees through to the end of their first year of teaching. This 3.5 year study will be the first of its kind to longitudinally examine the knowledge, attitudes and perceived self-efficacy of new teachers in responding to issues of bullying and safeguarding in the classroom, providing crucial information on how best to support teachers in the complex teaching environments in which they operate.

Literature Review on Minority Ethnic Children and Culturally Sensitive Service Interventions

Research Team: **Alexander, K., Stafford, A., Taylor, J. and Melmoth, R.**

Commissioned and Funded: NSPCC Core

Timescale: January 2012 – March 2012

A literature review gathering international information published since 2003 about culturally sensitive interventions and to highlight learning from these interventions; with particular focus on interventions which have been formally evaluated. Gathered information in particular from Europe, the United States, Canada, Australia and New Zealand.

Research on Behaviour Management

Research Team: McCluskey, G., McCleod, G., **Fry, D.** and **Alexander, K.**

Commissioned and Funded: The Moray House School of Education

Timescale: August 2011 – August 2012

The behaviour of pupils in schools is of continuing concern and interest across the UK. This study aimed to provide a cumulative picture of research and policy in the devolved nations of Northern Ireland, Scotland and Wales on current approaches to behaviour management and working with pupils with disruptive behaviour in schools and an analysis of the extent to which the policy and research literatures are contiguous. Additional analyses will be conducted on the connections (or lack thereof) in academic literature and policy discussions between child maltreatment and children with histories of maltreatment and behaviour management and 'disruptive pupils' within school settings.

Young Runaways.

Research Team: Redington, S., **Taylor, J.**, **Hill, L.** and Richards, F.

Commissioned and Funded: NSPCC Core

Timescale: June 2011 – September, 2012

This study sought to explore comprehensively the topic of young runaways and included a comprehensive literature review of the prevalence of and provisions for young runaways covering literature from the last twenty years. In addition, this study employed a secondary data analysis of descriptive statistics of one runaway service in Nottingham.

Children Who Go Missing from Care: A Participatory Project with Young People as Peer Interviewers.

Research Team: **Taylor, J.**, Hunter H. and Rahilly, T.

Commissioned and Funded: BASPCAN

Timescale: December 2011 – December 2012

This aim of this study was to effect a better understanding of practice to prevent looked after children running away from care for the first time, to avoid a pattern of unsafe experiences and placement disruptions. The project will examine how to better identify children at risk of going missing from care and identify the support that can be provided to those at risk. This study will gathered the views of young people who have been in care about why children go missing, what prompted them to do so, what supported them most in keeping them safe, and the barriers to safe return. Uniquely young people themselves were employed as co-interviewers.

Evaluation of the New Orleans Intervention Model for Infant Mental Health in Glasgow.

Research Team: Minnis, H., Wilson, P., Boyd, K., Norris, J., Messow, C-M., Bryce, G., Donaldson, J., Zeanah, C. and **Taylor, J.**

Commissioned and Funded: Chief Scientist Office

Timescale: May 2011 – May 2013

Early intervention for maltreated infants is likely to benefit the mental and physical health of the population. The New Orleans Model provides intensive assessment and treatment for families of maltreated preschool children who are placed in foster care, with recommendations feeding into court decisions about the child's permanent care (i.e. whether they should be returned to birth families or be adopted). Since its inception, the New Orleans Model appears to have led to better informed decisions about permanency and to better child mental health in Louisiana. We are undertaking an exploratory (Phase II) randomised controlled trial investigating the effectiveness (including cost-effectiveness) of the New Orleans Model in the Scottish context. Families with a maltreated child under 5 years will be offered the New Orleans Model or "case management" i.e. quality assured services as usual, using random allocation. We will measure outcomes using well validated measures of parent-child interaction, cognition and attachment

Health Visitors' Role in Assessing Oral Health in Children: Investigating Dental Neglect Thresholds.

Research Team: Bradbury-Jones, C., Innes, N., **Taylor, J.**, Jones, D. and Ballatyne, F.

Commissioned and Funded: Queen's Nursing Institute Scotland.

Timescale: September 2011-September 2012

We know that healthcare professionals' responses are often inadequate in situations of suspected child neglect. We also know that ambiguous threshold levels are partially responsible for this inadequacy. However, we do not know what threshold levels professionals use to guide their responses to suspected child neglect. Moreover, the factors relating to dental neglect beyond which health professionals initiate child protection referral remain unclear. The study began to address this gap with health visitors and provide evidence to inform more effective, child protection responses in relation to dental neglect. The aim was to investigate health visitors' assessment of dental neglect in children, as a marker of broader neglect. Objectives were to:

- understand how public health nurses assess dental neglect and the threshold levels of dental decay they use that: a) indicate the need for targeted support; b) indicate the need for referral to a dentist; c) warrant the initiation of child protection intervention
- Retrospectively identify the (potential) points of child protection intervention in relation to dental neglect, in neglected children. This is part of larger programme of work involving dentists' responses as well.

Domestic Abuse: Recovering Together.

Research Team: **Taylor, J.** and Buttle, E.

Commissioned and Funded: Department of Health Third Sector Investment Programme: Innovation, Excellence and Service Development Fund.

Timescale: September 2010 – September 2013

This is a piece of evaluative research examining the NSPCC's Domestic Abuse: Recovering Together (DART) project and the new approach it is testing to support families affected by domestic violence. DART is based on research which indicates that outcomes for children are improved if the non abusing parent is supported to take an active part in the child's recovery. This research suggests that rebuilding and strengthening the mother/child relationship after domestic violence could enable children to recover more fully from its damaging effects. DART will enable mothers and children (aged 5-11 years) to work together to recover from domestic violence and will work with up to 130 families over two years. The evaluation will provide a necessary solid evidence-base for assessing this approach. The results of the evaluation will be compared with the parallel group model that is currently used widely. The learning from this project will be shared with key stakeholders nationally to improve outcomes for children needing support across the UK.

Action on Neglect.

Research Team: Daniel, B., **Taylor, J.** and Derbyshire, D.

Commissioned and Funded: ESRC Follow-on Fund

Timescale: December 2011 to December 2012.

In the follow-up to our neglect research we worked in partnership with Action for Children to bring together groups of practitioners and managers from all key professions to work with us to develop suggestions for more effective responses to neglected children. With groups we will analysed how neglected children are currently helped and explored what can be done to improve recognition and early response. Work was conducted in three different local authorities. 'Case studies' were developed which traced children's pathways through the system. The project was also supported by two advisory groups We produced a resource pack: Action on Neglect. The pack set out details of feasible and cost-effective blueprints for improved routes to services for neglected children and their families. We organised events specifically so that that our findings were heard more widely by those in a position to do something to improve services.

Child Abuse, Stress and the Early Years (CASEY)

Research Team: **Taylor, J.** and Cuthbert, C.

Commissioned and Funded: University of Michigan: (Seng and Sperlich) and University of Monash: (Rowe and Fisher)

Timescale: December 2012 to May 2013.

This trial will focus on pregnant women abuse survivors who experience symptoms of PTSD. It will further test the emerging evidence base from studies in the US⁵ that completion of a structured listening programme of 10 maternal self study modules can improve perinatal outcomes (mental and physical) and improve the woman's confidence in her parenting capabilities.

The intervention addresses:

- The mother's trauma and her reactions throughout the childbearing process.
- How best she may be able to identify, prepare for and meet care needs both for herself and for her baby.
- How to access social and emotional support and services.

Child Protection Practitioner Briefs: Development Project.

Research Team: Daniel, B., **Taylor, J.** and the Scottish Child Care and Protection Network (SCCPN)

Commissioned and Funded: The Scottish Government (Children, Young People and Social Care Directorate)

Timescale: Completed; dissemination ongoing

The Scottish Child Care and Protection Network (SCCPN) provided a range of briefings on child protection topics requested by practitioners. The core team commissioned and edited the briefings and these are published on the WithScotland website at <http://withscotland.org/resources>

⁵ Seng J.S., Sperlich M., Rowe H., Cameron H., Harris A., Rauch S.A.M., Bell S.A. (2011) *The Survivor Moms' Companion: Open Pilot of a Posttraumatic Stress Specific Psychoeducation Program for Pregnant Survivors of Childhood Maltreatment and Sexual Trauma* International Journal of Childbirth 1 (2) 111-121

Sperlich M., Seng J., Rowe H., Cameron H., Harris A., McCracken A., Raunch S.A.M., Bell S.A., (2011) *The Survivor Mom's Companion: Feasibility, Safety and Acceptability of a Posttraumatic Stress Specific Psych education Program for Pregnant Survivors of Childhood Maltreatment and Sexual Trauma*. International Journal of Childbirth 1 (2) 122- 135

Saving lives, saving mothers: Improving maternity care services in Rwanda. Training Nurse-Midwives.

Research Team: Cameron, J., Bagambaki, I. and **Taylor, J.S.**

Commissioned and Funded: DeLPHE/British Council

Timescale: 2010 – 2013

This is an educational grant under the Developing Partnerships in Higher Education Scheme that is provided jointly by the British Council and the Department for International Development. The partnerships are designed to increase capacity and capability in HEIs in the poorest countries of the world, contributing to achievement of the MGDs. A recent needs assessment in Rwanda indicated that ratio of midwives to women of reproductive age should be 1:500 to ensure adequate healthcare coverage. The ratio currently is 1:29,000. In Rwanda only 38.7% of births are attended by qualified health personnel. The project will increase the numbers of midwives in practice in Rwanda by enabling registered nurses to undertake a shortened midwifery programme at Kigali Health Institute. The new midwifery programme will be predominantly practice-based. To support students on the programme, the project will also develop a system of clinical mentorship to enable clinical midwives to develop their skills in teaching and assessment.

Meeting Children's Needs for Care and Protection: Key Issues for Longitudinal Research.

Research Team: McGhee, J., Daniel, B., Mitchell, F., Rigby, P., Palmer, M., **Taylor, J.** and Barron, I.

Commissioned and Funded: Scottish Universities Insight Institute

Timescale: Completed; dissemination ongoing.

The evaluation of everyday multi-professional intervention to safeguard and promote the well-being of vulnerable children is limited and restricts both operational planning and professional intervention. The aim was to contribute to the development of a platform that will support better understanding of routes from intervention to outcomes for vulnerable children through utilising administrative datasets and longitudinal research. A series of seminars brought together international experts in longitudinal studies, policy-makers, software providers, analytical services and representatives of key professional disciplines to discuss a mechanism for establishing the infrastructure for more effective routine data collection about child well-being in Scotland. The key question is: What needs to be in place to ensure that data that is routinely collected about children and families on a national and local basis can be collated, cross-referenced and used as an indicator of the impact of intervention?

The seminars also explored the contribution of well-designed longitudinal research. The intention is to identify the core constituents of a robust longitudinal design that would be fit for the evaluation of the efficacy of everyday professional intervention aimed at improving the lives of vulnerable children. The intention is to explore the type and range of data that is required to capture fundamental aspects of everyday multi-professional intervention and child well-being. On the basis of this we can identify the most appropriate measures to capture

intervention and child well-being and develop a robust analytical package for capturing outcomes over the short, medium and longer term.

Health Professionals' Beliefs about Domestic Abuse and the Impact these have on their Responses to Disclosure: A Critical Incident Technique Study.

Research Team: **Taylor, J.S.**, Kroll, T., Duncan, F. and Bradbury-Jones, C.

Commissioned and Funded: Chief Scientist Office (12m)

Timescale: Completed; dissemination ongoing.

This two-phase qualitative study involved 1) semi-structured individual Critical Incident Technique (CIT) interviews with health professionals and 2) focus groups with women who had experienced domestic abuse. Participants were identified through Fife and Tayside Health Boards and the non-statutory organisation, Scottish Women's Aid, using purposive sampling. To be included, health professionals had to have current or recent experience of working in a community setting and practice experience in responding to domestic abuse. Women participants had to have experienced and disclosed domestic abuse. Twenty nine health professionals (16 health visitors, 11 midwives, 2 GPs) participated in the CIT interviews. Three focus groups were conducted with 14 women (range 3-7 across groups). The CIT interviews were theoretically informed by the Common Sense Model (CSM) of Self Regulation of Health and Illness. Thematic analysis of the interviews produced 11 major thematic categories that were mapped against the five CSM domains: identity, cause, time-line, cure/controllability and consequences. Focus group data were analysed similarly. Key findings are that: 1) disclosure of abuse is a process that occurs over time, rather than a one-off event; 2) women often fail to recognise the abusive nature of a relationship and need help to identify their experiences as abuse; 3) women are likely to conceal abuse; 4) many health professionals worry about broaching the subject of domestic abuse, but women want to be asked. Findings point to the dynamic interaction between women's and health professionals' awareness of DA and readiness to disclose, inquire and respond to it. Understanding these complex dynamics assist in appropriate strategies to support women post-disclosure. A representation of domestic abuse arising from the study captures the complexity of this disclosure process and has considerable potential for use as a pedagogical tool for the training and education of health professionals in relation to domestic abuse.

Developing of Resources on Child Neglect for a Multiagency Audience.

Research Team: Partnership Bid SCCPN Daniel, D. and **Taylor, J.**

Commissioned and Funded: Department for Children, Schools and Families

Timescale: Completed; dissemination ongoing

Competitive tender to provide the national training package for neglect was released through DfE in 2012.

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/childhoodneglect>

Scottish Government: Pathfinder Project - Children Vulnerable to Maltreatment and/or Neglect: Scoping the capacity of the Scottish Longitudinal Survey.

Research Team: Partnership Bid McGee, J., Dibbin, C., Grainger, L., Daniel, B. and **Taylor, J.**

Commissioned and Funded: Scottish Government

Timescale: Ongoing

To scope whether it is possible to identify vulnerable children using the SLS through mapping relevant information within its linked administrative and health-related data. To explore whether data in the SLS would be useful and/or possible in creating task specific administrative data linkage projects addressing research questions relevant to these children. To explore, given privacy and data issues, whether the SLS may be a suitable vehicle to conduct longitudinal research on children who potentially may be vulnerable to maltreatment and/or neglect in Scotland.

Investigating the relationship between disability, domestic abuse and access to maternity healthcare: implications for reproductive health and wellbeing.

Research team: Bradbury-Jones, C., Kroll, T., **Taylor, J.**, McGillvray, S., Lazenbatt, A. and Devaney, J.

Commissioned and Funded: Wellbeing of Women

Timescale: Ongoing

One in four women in the UK is likely to experience domestic abuse and in Scotland this increases to one in three. For the period 2007-2008, almost 20% of recorded murders in Scotland were related to domestic abuse. There is growing evidence that women with disabilities are at increased risk of domestic abuse. We do not fully understand how disability can limit women's ability to access help for abuse, or conversely, how abuse - or specifically, an abusive partner – can prevent women from accessing disability related healthcare. This complexity means that priority areas for improving access have not been clearly identified and thus, robust improvement strategies remain elusive.

Application form for seed-corn funding from the School of Education

Understanding Violence in Adolescence: Collaboration Meeting

Research Team: **Fry, D. and Stafford, A.**

Funded: Moray House School of Education seed-corn funding

Timescale: 2012

The aim of this meeting was to gather the necessary information to develop a research project on understanding violence in adolescence. The funding was used to host a visit and Seminar by senior practitioners from the University of Illinois Chicago, University of Columbia, New York and North Eastern University, Chicago. The purpose was to assist researchers working in this field to identify and address matters necessary to produce a research proposal.

Application form for seed-corn funding from the School of Education
Researching the experience of risk management of young people who display harmful sexual behaviour: informing a viable study

Research Team: **Smith, C and Taylor, J**

Funded: Moray House School of Education seed-corn funding

Timescale 2012 - 2013

The aim is to gather the necessary information to develop a research project on young people's experience of risk management. The funding will be used to host a workshop with senior practitioners and researchers working in this field to identify and address matters necessary to produce a research proposal.

4. ACADEMIC PUBLICATIONS

BOOKS, JOURNAL ARTICLES AND CHAPTERS IN BOOKS

Bradbury-Jones, C., **Taylor, J.** and Herber, O.R. (2012): Vignette development and administration: a framework for protecting research participants. *International Journal of Social Research Methodology*. DOI: 10.1080/13645579.2012.750833.

Daniel, B., **Taylor, J.** and Scott, J. (2012) AfC National Training Materials for Child Neglect. Department of Health/Department for Education, London.
<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/childhoodneglect>

Fry, D., McCoy, A and Swales, D. (2012) The Consequences of Maltreatment on Children's Lives: A Systematic Review of Data from the East Asia and Pacific Region. *Journal of Trauma, Violence & Abuse*. DOI: 10.1177/1524838012455873.

Lazenbatt, A., Bunting, L. and **Taylor J.S.** (2012) The consequences of infant maltreatment on children's future health and well-being. *British Journal of Mental Health Nursing*. 1(3): 171-175.

Messinger, A., Rickert, V., **Fry, D.**, Lessel, H and Davison, L. (2012) Revisiting the role of communication in adolescent intimate partner violence. *Journal of Interpersonal Violence* 27(4) DOI: 10.1177/0886260512438276.

Nelson, S., **Taylor, J.S.** and Baldwin, N. (2012) Mental health problems and medically unexplained symptoms in adult survivors of childhood sexual abuse: An integrative literature review. *Journal of Psychiatric and Mental Health Nursing* 19 (3): 211-220.

Taylor, J., Daniel, B. and Scott, J. (2012) Towards an international agenda for child neglect: methodological issues from a systematic review. *Child and Family Social Work*. DOI: 10.1046/j.1365-2206.1999.00109.x

Wells, M., Williams, B., Treweek, S., Coyle, J. and **Taylor, J.** (2012) Intervention description is not enough: evidence from an in-depth multiple case study on the untold role and impact of context in randomized controlled trials of seven complex interventions. *BMC Trials* 13:95.
<http://www.trialsjournal.com/content/13/1/95>

5. COMMISSIONED REPORTS

Daniel, B. **Taylor, J.** and Scott, J. (2012) AfC. *National Training Materials for Child Neglect*. Department of Health/Department for Education, London.

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/childhoodneglect>

Taylor, J. Meeting children's needs for care and protection:

Full Report: <http://www.scottishinsight.ac.uk/Portals/50/ChildProtection.pdf>

Short Report:

<http://www.scottishinsight.ac.uk/Portals/50/Child%20protectionFinalShortReport.pdf>

Taylor, J. Health professionals' beliefs about domestic abuse and the impact these have on their responses to disclosure" A critical incident technique study. *Chief Scientist's Office*:

<http://www.cso.scot.nhs.uk/Publications/ExecSumms/2012/NeedsTaylor.pdf>

Taylor, J. Insight into the challenges faced by students involved in real world research (Invited commentary). *Nurse Researcher* 19 (4): 5-6.

6. IMPACT AND KNOWLEDGE EXCHANGE REPORTS

Fry, D. Learning from Further Afield: Other Prevalence Studies of Child Maltreatment, UNICEF. Child Maltreatment: Prevalence, Incidence and Consequences in the East Asia and Pacific Region: A Systematic Review of Research. Strengthening Child Protection Systems Series: No 1 ISBN: 978-974-685-138-1.

Vincent, S. What Can the UK Learn from Systems for Reviewing Child Deaths in Australia, New Zealand, the United States and Canada.

7. RESEARCH RELATED ACTIVITY

7.1. CONFERENCE AND SEMINAR PRESENTATIONS

Alexander K. and Stafford A. Learning from the Negative and Harmful Experiences of Children Participating in Organised Sport in the UK: Building a Positive, Rights Based Sporting Culture. International Convention on Science, Education and Medicine in Sport (ICSEMIS), Glasgow 2012.

Fry, D., Messinger, A., Rickert, V., O'Connor, M., Palmetto, N., Lessel, H. and Davidson, L.L. Adolescent Help-Giving to Friends Experiencing Relationship Abuse. 140th APHA Annual Meeting: Prevention and Wellness Across the Lifespan. San Francisco CA October 2012.

Fry, D. and Stafford, A. Promising Practices in Addressing Sexual and Homophobic Harassment and Violence in Schools: A Review of Policy and Programs in Australia, Canada, the U.S. and the U.K. 140th APHA Annual Meeting: Prevention and Wellness Across the Lifespan. San Francisco CA October 2012.

Fry, D. Participatory Tools for Engaging Communities in Sexual Violence Prevention. Workshop presentation for the National Organisation for the Treatment of Abusers (NOTA) conference in Edinburgh, Scotland, 19-21 September 2012.

Fry, D. and Stafford, A. Schools at the Heart of Collaboration: Promising Practice and Innovative Partnership to Prevent and Respond to Sexual Harassment and Sexual Violence in School Settings. X1Xth ISPCAN International Congress on Child Abuse and Neglect, Istanbul, Turkey, September, 2012.

Fry, D., Alexander, K., Macleod, G. and McCluskey, G. Does Research Inform Policy? A Mapping Study of the Evidence Base and Policy Guidance for Behaviour Management in Schools in the Devolved Nations of the UK. British Educational Research Association, Manchester, England, September, 2012.

Macleod, G., **Fry, D.,** McCluskey, G., and Alexander, K. Understanding of Teacher-Pupil Authority Relationships: Findings from a Mapping Study of Behaviour Management Research and Policy. European Conference on Educational Research, Cadiz, Spain, September, 2012. McCluskey, G., Alexander, K., **Fry, D.** and Macleod, G. *Marginalization of Certain Groups in Education: A Policy Comparison of the Devolved Nations of the UK.* European Conference on Educational Research, Cadiz, Spain, September 2012.

Redington, S., Hill, L., **Taylor, J., and Stafford, A.** *When Children Go Missing from Home.* Workshop, BASPCAN 8th National Congress, Belfast, April 2012.

Smith, C. and Brown, J. *Young People Displaying Harmful Sexual Behaviour: Policy in the UK*. Paper National Organisation for the Treatment of Offenders (NOTA) Scotland, Annual Conference, Polmont, May 2012

Smith, C. and Brown, J. Analysis of National Policy Relevant to Young People Displaying Harmful Sexual Behaviour. Workshop, BASPCAN 8th National Congress, Belfast, April 2012.

Smith, C. *Policy on Sex Offenders: A Critical Examination*. Workshop, BASPCAN 8th National Congress, Belfast, April 2012.

Stafford, A. Parton, N. and Vincent, S. *Child Protection across the UK: an Intra-country Comparison*. Workshop, BASPCAN 8th National Congress, Belfast, April 2012.

Stafford, A. and Alexander, K. What Children and Young People Tell us about their Negative and Harmful experiences of participating in Organised Sport in the UK. Workshop, BASPCAN 8th National Congress, Belfast, April 2012.

Stafford A and Fry D. *Understanding and Responding to Peer-to-Peer Sexual Harm: Research in the UK*. 140th APHA Annual Meeting: Prevention and Wellness Across the Lifespan. San Francisco CA October 2012.

Stafford, A. and Fry, D. *Child Protection across the UK: Emerging Themes in the Context of Cuts in Public Spending and Changing Political Priorities*. X1Xth ISPCAN International Congress on Child Abuse and Neglect, Istanbul, Turkey, September, 2012.

Stafford, A., *The Support Needs of Children and Young People who Have to Move Home because of Domestic Abuse*. X1Xth ISPCAN International Congress on Child Abuse and Neglect, Istanbul, Turkey, September, 2012.

Taylor, J.S. *The Dangers of Multiple Adversities*. Children at a high risk of harm, NSPCC, Glasgow. Invited Keynote, March 2012.

Taylor, J. Mending the net: recognition and response to children's unmet needs. RCN International Children and Young People's Research Conference. Invited Keynote. March 2012.

Taylor J. and Stafford A. *Common Factors in Parents who Kill their Children then Themselves*. X1Xth ISPCAN International Congress on Child Abuse and Neglect, Istanbul, Turkey, September, 2012.

Taylor, J. A public health approach to child protection. Public Health Agency Annual Scientific Conference. Invited Keynote, Newtonabbey, June 2012.

Taylor, J. Living with adversity. New Horizons Conference, Invited Keynote. Manchester, May 2012.

Taylor, J. Contemporary issues in child protection. Lancashire Safeguarding Children Board Conference. Invited Keynote. 2012.

Taylor, J. Rethinking child protection. Leicester Safeguarding Children Board Conference. Invited Keynote. Leicester, September, 2012.

Taylor, J. High risk families: issues for children. Regional Funding Boards Conference, London. Invited Keynote. October, 2012.

7.2. CONFERENCES AND SEMINARS ORGANISED BY THE CENTRE

FOUR-NATION SEMINAR SERIES

The Centre has organised a series of successful one-day four-nation seminars bringing together senior policy makers and academics working in the area of child protection in each part of the UK to discuss emerging issues in child protection, including the following:

- Child Protection Across the UK in the context of Cuts in Public Spending and Changing Political Landscapes. Series of two seminars: November 2011; April 2012.

EDUCATION AND DEVOLUTION SEMINAR SERIES

Additionally, the Centre has coordinated a seminar series focused on the impact of devolution:

Series title:	Education in its Social Context: Policy in the UK Post Devolution,
Organised by:	The Moray House School of Education, Institute For Education, Community and Society and The Child Protection Research Centre
	Professor L. Paterson and C. Smith

FURTHER INFORMATION

For more information about research activity and outputs developed by the Centre, please visit: www.childprotection.ed.ac.uk or contact:

The University of Edinburgh/NSPCC
Child Protection Research Centre
Moray House School of Education
St. Leonard's Land, Room 3.28
Holyrood Road, Edinburgh, EH8 8AQ
Telephone: 0131 651 4033
Email: childprotection@ed.ac.uk